

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

Highland Park School
Manchester School District

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Location: 397 Porter Street
 Manchester,
 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: PK- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 282

5-Year Enrollment Change: -15.8%*

*Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	62	22.0	44.7	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	5.7	7.0
Students with Disabilities	25	8.9	12.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	23	69.7	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	175	82.2	79.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.5	18.9	18.3
Grade 2	17.5	18.9	19.3
Grade 5	19.5	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	40	30
Computer Education ¹	20	17
English Language Arts ¹	475	427
Family and Consumer Science	0	1
Health ¹	15	22
Library Media Skills ¹	20	18
Mathematics ¹	203	198
Music	40	32
Physical Education	40	40
Science ¹	110	98
Social Studies ¹	75	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	5.7	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	88.0	80.7	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.5	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	68.3	76.4	94.6
# of Print Volumes Per Student*	24.2	23.9	28.2
# of Print Periodical Subscriptions	17	12	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	17.20
Paraprofessional Instructional Assistants	1.50
Special Education: Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	4.50
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.90
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.45

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.8	13.9	13.3
% with Master's Degree or Above	50.0	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.6	7.7	8.6
% Assigned to Same School the Previous Year	81.8	71.1	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Highland Park School recognizes the importance of the home-school connection and does many things to promote this. Beginning in the 2008-2009 school year, Highland Park hosted a Welcome Back Picnic to get families vested in the home-school partnership. Following the picnic, a Parent-Teacher Information night was offered and focused on the specific grade level curriculum as well as expectations for the students. Questions from parents were encouraged. During this evening, parents were given ideas pertaining to how they could help and volunteers were recruited.

An Open House was offered and gave families an opportunity to come together to see the children's classrooms, review work being done, and talk to teachers. Parent conferences were well attended. Several academic evenings were offered highlighting student achievement.

During the year, a monthly principal's newsletter goes home to all families, the Highland Park web site is always kept up-to-date, teachers have their own web pages, and parents have all teachers' email addresses listed on the pages. Most students in the school keep some sort of school to home journal in which they report on their learnings and activities on a weekly basis. Finally, there is much communication between home and staff by way of traditional notes and phone calls.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	14	5.0
Black	44	15.6
Hispanic	39	13.8
White	185	65.6
Total Minority	97	34.4

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Highland Park Elementary School's mission statement promotes the acceptance of each child and respect among all members of our school community regardless of race, ethnicity, and socio-economic status. Efforts to reduce racial, ethnic, and economic isolation during the 2008-2009 school year included the work of our equity team. We addressed different learning styles, the needs of different cultures, and the performance of all of our students. The equity team also focused on culturally responsive teaching practices with the idea that members disseminate information out to the school community. Besides our equity team, a second small, after school group was begun this year focusing on race and learning. Parents from the community had been involved and a school-wide climate survey was sent to parents with the primary goal of assessing how welcome all members of our community feel. Our goal is to analyze the results and put into place strategies to address areas in need of improvement. The purpose of our after school activities was to bring together all of our families, in particular those of color. While focusing on the academic work of our students and student achievement, the activities also fostered collaboration, cohesiveness, and promoted socializing among all members of our community, thus reducing racial, ethnic, and economic isolation. The Highland Park faculty continues to engage in professional development on an ongoing basis within the framework of equity and diversity training. In addition to culturally responsive teaching, staff has studied the Effective Teaching Strategies of Marzano, which recognizes that students learn in different ways and emphasizes best practices in order that the individual student reaches his or her full potential. Highland Park continues to train all staff to ensure race, ethnicity, and socio-economics are included and disaggregated in data reviews and in the discussion of individual student achievement in order to bring about improvement in teaching and learning for all students.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	28.8	38.1	33.6	43.2
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	51.1	49.5	54.6	43.0
Writing	75.0	62.6	62.5	73.6
Mathematics	65.9	63.8	62.8	51.2
Grade 4 Reading	78.4	58.8	60.7	79.7
Writing	76.5	63.8	64.2	70.2
Mathematics	82.4	56.6	63.6	81.2
Grade 5 Reading	82.1	58.1	66.0	80.0
Writing	80.0	60.8	66.5	74.1
Mathematics	84.6	65.6	68.8	80.4
Science	50.0	52.3	58.1	39.1
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.4	95.9	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 10 students were responsible for these incidents. These students represent 3.2% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	7	0
Total	14	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the 2008-2009 school year, Highland Park's School Improvement Team met on a monthly basis to look at student data, plan for improvements in teaching and learning, and to disseminate information to teachers. Out of the School Improvement Team came the idea of student goal sheets. Once data was analyzed, teachers and students together set specific academic goals for the students. Progress was monitored, graphed, and instruction was adjusted to meet the individual needs of the students.

Our data team met regularly to analyze student performance, look at trends, and determine objectives for improvement. In looking at specific benchmarks, students were identified and placed in intervention groups. Staff development was provided on an ongoing basis at staff meetings focused on Marzano's Effective Teaching Strategies, scientific research based components of reading, and Scientific Research Based Intervention, among other things.

Implementation of Readers' Workshop was begun and continues in grades K-2, with team teaching and inclusion occurring. District-wide implementation of Growing with Math began in grade K-2. This spiraling, problem solving based program is aligned with Connecticut Mastery Test objectives as well as our math curriculum. Implementation and professional development will occur in grades 3-5 next year.

Students with special education needs receive the majority of their services in an inclusion model. Planning and teaching are done in a team approach, emphasizing co-teaching in many classrooms. Students with special needs receive modifications in their classrooms, aligning with Individual Education Plan goals and objectives as they connect to district curricula.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Highland Park School emphasizes Howard Gardiner's Multiple Intelligence theory, recognizing each student's uniqueness by teaching and assessing using the eight areas of intelligence. The curriculum is addressed using problem solving, critical thinking, knowledge application, and self-assessment.

In recognizing its importance in reading comprehension, vocabulary was emphasized across the grade levels. Students collected vivid vocabulary words from their daily readings which were used in a culminating fifth grade spelling bee. Character education was also a focus with classrooms implementing the respect based program, Second Step. Words of the Week were introduced and modeled by students, and theme based literature was read and studied school wide, also stressing qualities of integrity.

During the school year, our students were involved in many extracurricular activities such as chess club, Math Olympiads, Yearbook Committee, managing the school store, and Student Advisory Counsel. The school hosted a Math Night, Poetry and Creative Writing Nights, Bingo evening, Beach Party, several ice cream socials and book fairs. Our fifth grade students participated in a three day diversity camp with students from Hartford. Students and parents ran in our Fun Run for Technology, our fifth grade chorus was invited to sing the National Anthem at a New Britain RockCats game, and many of our students were published in several poetry anthologies. Additionally, we had a team of students representing our school at the finals of the National Toy Challenge and our school community raised \$15,000 in the American Cancer Society's Relay for Life.

Most recently, Highland Park School received "exemplary school climate practices" status from the Connecticut Association of Schools. This designation reflects Highland Park's recognition of the importance of positive school climate in achieving success for all students. Positive school climate includes a safe and welcoming environment, stakeholder involvement in planning and decision making, and parent and student involvement.
